

Appendices

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Pronunciation of Moroccan Arabic

Despite what you may think at first, it is indeed possible for you to learn how to pronounce the sounds of Moroccan Arabic. Learning to pronounce Arabic sounds correctly entails two things: first, becoming aware of how to make the different sounds and, second, practicing with a native speaker. This chapter will help you with the first task.

Understanding How Sounds Are Made

Before we move directly into how to pronounce Arabic sounds, let's first understand how sounds are made in general. Then we can use this knowledge in order to work on Arabic sounds.

Fricatives and Stops

Make the /s/ sound. Notice how air is being forced through the space between your tongue and the gum ridge in your mouth. When a sound is produced like this, by forcing air between some small opening, that sound is called a **fricative**. Make the /f/ sound. This sound is also a fricative, because in order to make it we must force air between our teeth and our bottom lip. Some sounds in English that are fricatives are: /s/, /z/, /sh/, /th/, /f/, /v/, and others.

Now make the /t/ sound. Here, we are not forcing air through a small opening at a constant pressure, but rather we completely block the air flow for a moment, and then release the air stream in one big burst. A sound that is produced by blocking the air flow, and then releasing it, is called a **stop**. Make the /k/ sound. This is another "stop" because again, you will notice how we build up a lot of pressure with air, and then release it. Some stops in English are: /t/, /k/, /g/, /b/, /p/, and others.

Voiced and Voiceless Sounds

We can also categorize consonant sounds according to whether we use our voice box or not. Make the /s/ sound. While making the sound, hold your hand over your throat. Now make the /z/ sound, still holding your hand to your throat. You'll notice that with /s/, we don't use our voice box, but with /z/, our voice box vibrates. Sounds like /s/ are called **voiceless**, since we don't use our voice box. Sounds like /z/ are called **voiced**, since our voice box vibrates. Make the sound /t/. Is it voiceless or voiced? Now make the sound /d/. Voiceless or voiced?*

Let's look now at some of the difficult Arabic sounds, using what we know about sounds in general.

Pronunciation of Non-English Consonants

The Sound "q" (ق)

The **q** sound is similar to the **k** sound. Both are voiceless "stops" that are made by releasing air forcefully after completely blocking the air flow momentarily. The only difference is where in the throat the speaker blocks the air flow. The **q** sound will be made further back in the throat than the **k** sound. Try the following exercise.

First, take a minute to become more familiar with your throat muscles. Open your mouth and say *aah*, as if you were at the doctor's office. Your tongue should be flat in your mouth. Without raising your tongue, pull it back so that the base of your tongue closes off air by pulling back against the throat. At this point, you should not be able to breathe through your mouth, although it is wide open. Practice doing this first without making a sound. After performing this exercise several times, make a sound by releasing the air forcefully. The result will be the sound **q**.

The Sound "x" (خ)

The sound **x** is a voiceless fricative formed around the same place as the sound **q**. It is found in many European languages: the Russian *x*, the Scottish pronunciation of *loch*, and the German *ch* as

* The /t/ sound is voiceless and the /d/ sound is voiced. Both are "stops."

pronounced after a back vowel as in *Bach*. Some people use this sound to say *yech!* To pronounce **x**, make the sound **q** and pay attention to where the back of your tongue hits the back of the roof of your mouth and blocks your windpipe. Instead of closing off the windpipe with the back of your tongue completely, block it part way, and you will produce this sound.

The Sound “ğ” (غ)

The sound **ğ** is the same sound as the sound **x**, except it is “voiced.” In other words, if you can make the sound **x**, all you need to do is vibrate your voice box at the same time, and you will produce **ğ**. Think of the correspondence between the sounds **k** (kite) and **g** (game): **k** is voiceless and **g** is voiced. Pronounce **k** and **g** several times, paying attention to how your voice changes when you say **g**. Now say **x** several times, and then “voice” it. The result is **ğ**.

Alternatively, you may think of **ğ** as similar to the sound you make when gargling. Gargle for a minute and pay attention to the muscles you use. The sound **ğ** is pronounced using these same muscles in similar fashion.

The Emphatic Sounds “ṣ” (ص), “ḍ” (ض), and “ṭ” (ط)

The sound **ṣ** is the emphatic counterpart of the sound **s**. Pronounce the sound **s** aloud, and note the position of your tongue. It should be toward the front of the mouth and high, close to the roof. Now, starting at the back of your teeth, move your tongue back along the roof of your mouth. You will find a bony ridge just behind the teeth, before the upward curve of the roof. Put your tongue against this ridge. The rest of your tongue will drop lower inside your mouth. The emphatic or velarized consonants in Arabic are pronounced by placing the tip of your tongue in this spot and dropping the rest of the tongue as low as you can. Thus, the sounds **ṣ**, **ḍ**, and **ṭ** are all made with the tongue in this position.

All the emphatic sounds are lower in pitch than their non-emphatic counterparts. They are pronounced with greater muscular tension in the mouth and throat and with a raising of the back and root of the tongue toward the roof of the mouth. You can notice this contraction of the throat easily by prolonging the ‘l’ in “full.”

One important note about the emphatic sounds: they deepen the sound of surrounding vowels. Pay attention to the sound of all vowels near these emphatic sounds, because the quality of the vowels gives the best indication of the presence of emphatic consonants. One important example is **ḡṭini**, “give me” in Moroccan Arabic. Most trainees will hear the word and think it is pronounced **ḡṭayni**, with the middle vowel sound **ay** instead of **i**. This is because the emphatic sound **ṭ** affects the way the **i** sounds, making it sound (to the English speaker’s ear) like an **ay**. It is, in fact, an **i** however.

The Sound “ḥ” (ح)

The sound **ḥ** is a voiceless fricative pronounced deep in the throat. It has no equivalent in English. In order to practice this sound, first take a few minutes to become better acquainted with some of your throat muscles that you use often, but not to speak English. The following exercises are designed to make you aware of what these muscles can already do, so that you can use them to speak Arabic. Practice them for a few minutes every day, as often as you can.

1. With your mouth closed, block off your windpipe at your throat. Put your hand on your throat at the Adam’s apple and constrict the muscles on the inside. You should be able to feel the muscles contracting. Alternately tighten and relax them for a few minutes.
2. Repeat this with your mouth open. Try to breathe out through your mouth—if you can, you are not closing off the windpipe entirely.
3. Constrict those same muscles so that air can just barely squeeze through your throat. Imitate someone fogging a pair of glasses to clean them. The sound of the air coming through your constricted throat muscles is **ḥ**. By now, you should be aware of what your throat muscles are doing.
4. Bend your head down so that your chin rests on the top of your chest, and repeat exercise 3. This position should make it easier for you to feel what you are doing.

The Definite Article

In English, the “definite article” is the word “the.” It is different from the “indefinite articles,” which are “a” and “an.” In English, the definite article speaks about something specific: *I washed **the** dog today* (you know which dog I’m speaking about). The indefinite articles talk about something non-specific: *I saw **a** dog today* (you don’t know the dog I’m speaking about).

In Arabic, the definite article is not always used exactly as in English. When written in Arabic script, it is composed of two letters, **al** (ال), attached to the beginning of a noun or an adjective. Here is the Arabic script for “the book”:



These two letters are always written in Arabic script for a definite article, but they are not always pronounced. In Moroccan Arabic, the first letter, **a** (ا), is never pronounced. Two possibilities exist, therefore, for pronouncing the definite article. Sometimes, the second letter, **l** (ل), is pronounced. Other times, instead of pronouncing the **l** (ل), the first letter of the word is doubled with a “shadda.” Whether the definite article is pronounced with “l” or by doubling the first letter with shadda is **determined by which letter is the first letter of the word.** Let’s look at these two different possibilities.

The Moon Letters

In the first possibility, the Arabic definite article is pronounced with an **l** (ل) at the beginning of a word. All words that begin with the following letters follow this rule:

i/y	u/w	h	m	k	q	f	ǧ	ع	x	ح	b	a
ي	و	هـ	م	ك	ق	ف	غ	ع	خ	ح	ب	ا

These letters are called **moon letters**, because the Arabic word for moon, **qamar**, begins with one of the letters in the group. Notice in the following examples that the definite article is pronounced by adding an **l** to the word:

a book	ktab	كتاب	a girl	bnt	بنت
the book	l-ktab	الكتاب	the girl	l-bnt	البنات
a boy	wld	ولد	a moon	qamar	قمر
the boy	l-wld	الولد	the moon	l-qamar	القمر

The Sun Letters

In the second possibility, the Arabic definite article is pronounced by doubling the first letter of a word with a “shadda.” All words that begin with the following letters follow this rule:

n	l	ṭ	ḍ	ṣ	š	s	z	r	j	t
ن	ل	ط	ض	ص	ش	س	ز	ر	ج	ت

These letters are known as **sun letters**, because the Arabic word for sun, **šms**, begins with one of the letters in the group. Notice in the following examples that the definite article is pronounced by doubling the first letter of the word by using “shadda.”

a house	ḍar	دار	a street	znqa	زقة
the house	ḍ-ḍar	الدار	the street	z-znqa	الزقة
a man	rajl	راجل	a sun	šms	شمس
the man	r-rajl	الراجل	the sun	š-šms	الشمس

Supplementary Grammar Lessons

These are lessons you can work on by yourself or with your tutor once you arrive at your site. It is unlikely you will be able to complete them during stage, unless you already have some experience with Arabic.

Making Intransitive Verbs into Transitive Verbs

Intransitive verbs are verbs that do not require a direct object such as:

to come in	dɣl	دخل	to be afraid	xaf	خاف
to go out	xrj	خرج	to drink	šrb	شرب
to laugh	ɣhk	ضحك	to understand	fhm	فهم
to fall	ɟaɥ	طاح	to go up	ɟlɛ	طلع
			to go down	hbɟ	هبط

All these verbs are trilateral (i.e. they are made up of three letters) and they can be made transitive by doubling their middle consonant (i.e. putting a shedda on it). The new transitive verb normally has the meaning “to make someone do something.” Look at how the meaning changes when the intransitive verb **ɣhk** “to laugh” is changed into a transitive verb:

You are laughing / you laugh. kat-ɣhk. كتضحك.

You make me laugh. kat-ɣhɣkni. كتضحكني.

Here is a list of verbs commonly used in their transitive form:

to make (someone or something) enter / to bring in	dɣɣl	دخّل
to make (someone or something) exit / to take out	xrɣj	خرّج
to make (so/sth) laugh	ɣhɣk	ضحك
to drop / to throw down (i.e. to make something fall)	ɟiɣɥ	طيح
to frighten (i.e. to make someone afraid)	xuwf	خوف
to water (i.e. to make something “drink”)	šrrb	شرب
to make (someone) understand / to explain	fhhm	فهم
to make go up / to promote / to take up	ɟllɛ	طلع
to bring down / to demote	hbbɟ	هبط

Some examples:

I brought in a dog to the house
but my father took it out.

dxxlt waḥd l-klb l ḡ-ḡdar
welakin bba xrrju.

دخّلت واحد الكلب ل الدار ولَكِن بَا خَرَجُو.

The clown makes small kids
laugh.

l-klun kay-ḡḡḡk d-drari
ṣ-ṣḡar.

لكلون كَيَضَحْكَ الدراري الصغار.

Take this table out of here,
please.

xrrj ḡafak had ṭ-ṭbla mn
hna.

خَرَجْ عفاك هَد الطبلة من هنا.

Passive Verbs

Transitive verbs can be made passive by adding **ت** (ت) to them, as shown below:

to write	ktb	كتب
to be written (masc.)	tktb	تكتب
to be written (fem.)	tktbat	تكتبات
to be written (plur.)	tktbu	تكتبو
to understand	fhm	فهم
to be understood (masc.)	tfhm	تفهم
to be understood (fem.)	tfhmat	تفهمات
to be understood (plur.)	tfhmu	تفهمو
to buy	šra	شرى
to be bought (masc.)	tšra	تشرى
to be bought (fem.)	tšrat	تشرات
to be bought (plur.)	tšrau	تشراو
to steal	srq	سرق
to be stolen (masc.)	tsrq	تسرق
to be stolen (fem.)	tsrqat	تسرقات
to be stolen (plur.)	tsrqu	تسرقو

Some examples:

Ali ate pizza.

ḡli kla l-pitza.

علي كلا البيتزا.

The pizza was eaten.

tklat l-pitza.

تكلت البيتزا.

The teacher wrote the lesson.

l-ustad ktb d-drs.

أُستاد كتب الدرس.

The lesson was written.

d-drs tktb.

الدرس تكتب.

The students understood the
riddle.

t-tlamd fhmu l-luḡz.

التلامد فهمو اللُغز.

The riddle was understood.

l-luḡz tfhm.

اللُغز تفهم.

Laila bought some clothes.	layla šrat l-hwayj.	لَيْلَى شَرَاتِ الْحَوَاجِجِ.
Some clothes were bought.	l-hwayj tšrau.	الْحَوَاجِجِ تَشْرَاو.

Exercise: Put the sentences below in the passive form.

1. lššq t-tšwira f l-hiṭ.	1. لَصَّقَ التَّصْوِيرَةَ فِي الْحَيْطِ.
2. baɛu l-ḥllaha l-mḥšul dyalhum.	2. بَاعُوا الْفَلَّاحَةَ الْمَحْصُولَ دِيَالْهُمِ.
3. šbnat Jamila l-hwayj.	3. صَبَّنَاتِ جَمِيلَةَ الْحَوَاجِجِ.
4. hrrs Peter l-kisan.	4. هَرَّسَ بِيْتَرَ الْكَيْسَانَ.
5. smma Aziz bntu Ibtisam.	5. سَمَّى عَزِيزَ بِنْتِو إِبْتِسَامَ.
6. smɛt š-šda ɛl-barh.	6. سَمِعْتُ الصَّدَاعَ الْبَارِحِ.
7. jlat Lupe l-purṭabl.	7. جَلَّتْ لُوپِي الْبُورْطَابِلِ.
8. jrhat Jill šbɛha b l-mus.	8. جَرَحَاتِ دَجِيلَ صَبْعَهَا بِ الْمَوْسِ.
9. ɛṭat Aicha l-kadu l Malika.	9. عَطَّاتِ عَيْشَةَ الْكَادُو ل مَلِيكَةَ.
10. kra ši waḥd had ɔ-dar.	10. كَرَى شِي وَاحِدَ هَدِ الدَّارِ.

The Past Progressive

The Moroccan Arabic equivalent for the English past progressive (was doing, were doing) is the past of **kan** (كان) “to be” followed by the present tense. For example:

He was talking.	kan kay-tkllm.	كَانَ كَيْتَكَلِّمُ.
He wasn't talking.	ma-kan-š kay-tkllm.	مَا كَانَشْ كَيْتَكَلِّمُ.
You were talking.	knti kat-tkllm.	كَانْتِي كَاتْتَكَلِّمُ.
I wasn't working.	ma-knt-š kan-xdm.	مَا كَانْتَشْ كَنْخَدِمُ.
She was writing.	kant kat-ktb.	كَانَتْ كَاتْتَكْتَبُ.

This construction can also be translated as “used to.” For example:

I used to sell cars.	knt kan-biɛ ṭ-ṭumubilat.	كَانْتُ كَنْبَيْعِ الطُّومُوبِيلَاتِ.
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Whether a given occurrence of this construction is to be translated as past progressive or “used to” depends upon the context.

I used to travel a lot.	knt kan-safr bzzaf.	كَانْتُ كَنْسَافِرْ بَزَّافِ.
When I was in Essaouira, I used to eat fish every day.	mlli knt f š-šwira, knt kan-akul l-hut kul nhar.	مَلِّي كَانْتُ فِي الصُّوَيْرَةِ، كَانْتُ كَنْأَكُلُ الْحُوتَ كُلَّ نَهَارِ.
I was watching TV when someone knocked at the door.	knt kan-tfrrj f t-tlfaza mlli dqq ši waḥd f l-bab.	كَانْتُ كَنْتَفَرِّجُ فِي التَّلْفَزَةِ مَلِّي دَقَّ شِي وَاحِدَ فِي الْبَابِ.
I used to work in this school.	knt kan-xdm f had l-mdrasa.	كَانْتُ كَنْخَدِمُ فِي هَذِهِ الْمَدْرَسَةِ.

I used to run every morning. knt kan-jri kul šbaḥ. كنت كنجري كل صباح.
 I used to smoke a lot but I quit smoking (don't smoke anymore). knt kan-kmi bzzaf, welakin ma-bqit-š kan-kmi. كنت كنكمي بزاف، ولكن ما بقیتش كنكمي.

Exercise: Put the verbs in parentheses in the correct form.

mlli ana (kan / qra) f j-jami'a f mirikan, (kan / skn) m'ca wanh l-ɛa'ila mirikaniya. l-ɛa'ila m'ca mn (kan / skn), ɛndha juj d l-bnat (kan / qra) m'caya f j-jami'a. whda mnhum (kan / t'ellm) l-ɛrbiya l-fuṣṣa, u ana (kan / rajɛ) m'caha d-durus dyalha. l-ustad l-li (kan / qrra) l-ɛrbiya l-fuṣṣa f dik j-jami'a smitu d-duktur Jawad. huwa mšri welakin dar jinsiya mirikaniya.

ملّي أنا (كان / قرى) ف الجامعة ف مريكان، (كان / سكن) مع واحد العائلة مريكانية. العائلة مع من (كان / سكن)، عندها جوج د البنات (كان / قرى) معايا ف الجامعة. وحدة منهم (كان / تعلم) العربية الفوصحة، و أنا (كان / راجع) معاها الثروس ديالها. ا ستاد اللي (كان / قرى) العربية الفوصحة ف ديك الجامعة سميتو الدكتور جواد. هو مصري ولكن دار جنسية مريكانية.

The Verb “to remain”

The verb **bqa** (بقى) “to remain” is followed by the present tense or by the active participle (see section below) when it corresponds to the English “kept doing something.” Some examples:

She kept waiting for them. bqat kat-tsnahum. بقيات كنتسناهم.
 He kept on searching in the well until he got tired. bqa kay-qllb f l-bir htta ɛya. بقى كيقلب ف البير حتى عيبى.
 He kept going (habitually). bqa kay-mši. بقى كيمشي.
 He kept going (continued on his way, on one occasion). bqa maši. بقى ماشى.

When negated, **bqa** (بقى) in verb phrases is equivalent to “no longer, not anymore,” with either past or present meaning. For example:

He didn't (doesn't) laugh at them anymore. ma-bqa-š kay-ɛnhk ɛlihum. ما بقاش كيضحك عليهم.

The active participle **baqi** preceding the present tense is equivalent to the English “still.”

He's still working with us. huwa baqi kay-xdm m'cana. هو باقي كيخدم معانا.

Verb Participles

Verb participles are adjectives derived from verbs. They agree in gender and number, like all adjectives, but not in person (I, you, he) or tense (past, present). Transitive verbs have two participles, an active and a passive participle. Intransitive verbs have only an active participle.

The Active Participle

Verb Stem		Active Participle			
to write	ktb	كتب	having written	katb (a)	كاتب(ة)
to open	hll	حلّ	having opened	hall (a)	حال(ة)

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to sell	baʿ	باع	having sold	bayʿ(a)	بايع(ة)
to buy	šra	شري	having bought	šari(a)	شاري(ة)

Some examples:

He had written his lessons.	kan katb d-durus dyalu.	كان كاتب الـروس ديالو.
She had sold her house.	kant bayʿa d-ḍar dyalha.	كانت بايعة الدار ديالها.
I found him standing at the door.	lqitu waqf f l-bab.	لقيتو واقف ف الباب.
He is wearing a new shirt today.	huwa labs qamiya jdida.	هو لابس قميجة جديدة.
I saw her wearing a green coat.	šftha labsa kbbuṭ xḍr.	شفتها لابسة كَبُوط خضر.
Everyday I see him walking on this street.	kul nhar kan-šufu maši f had z-znqa.	كل نهار كنتشوفو ماشي ف هذ الزنقة.

For a small group of verbs, the active participle must be used in order to express a current (i.e. progressive) activity. For these verbs, the present tense expresses only a habitual activity

Verb Stem			Active Participle		
to sit / stay	gls	كلس	sitting	gals	كالس
to wear	lbs	لبس	wearing	labs	لابس
to sleep	naʿs	نعس	sleeping	naʿs	ناعس
to leave / exit	xrj	خرج	leaving	xarj	خارج
to enter	dxl	دخل	entering	daxl	داخل
to return	rjʿ	رجع	returning	rajʿ	راجع
to stand	wqf	وقف	standing	waqf	واقف
to travel	safr	سافر	traveling	msafr	مسافر
to rent	kra	كري	renting	kari	كاري
to regret	ndm	ندم	regretting	nadm	نادم
to be quiet	skt	سكت	being quiet	sakt	ساكت
to be afraid	xaf	خاف	being afraid	xayf	خايف
to spend the night	bat	بات	spending the night	bayt	بايت

Some examples:

He wears a green shirt every day. (habitual → present tense)	kay-lbs qamiya xḍra kul nhar.	كيبس قميجة خضرة كل نهار.
He is wearing a green shirt. (now → participle)	huwa labs qamiya xḍra.	هو لابس قميجة خضرة.

She goes to sleep at 10:00.
(habitual → present tense)

kat-nεs f 10:00.

كنتعس ف 10:00.

She is sleeping.
(now → participle)

hiya naεsa.

هي ناعسة.

Passive Participle

Verb Stem			Passive Participle		
to write	ktb	كتب	(having been) written	mktub (a)	مكتوب (ة)
to open	hll	حلّ	(having been) opened	mhlul (a)	محلول (ة)
to sell	baε	باع	(having been) sold	mbiuε (a)	مبيوع (ة)
to buy	šra	شري	(having been) bought	mšri (a)	مشري (ة)
to make (manufacture)	šnε	صنع	(having been) made / manufactured	mšnuε (a)	مصنوع (ة)

Some examples:

This tray is made of silver.	had š-šiniya mšnuεa mn l-fqda.	هدّ الصينيّة مصنوعة من الفضة.
These boxes have something written on them.	had šnadq mktub elihum ši l-naja.	هدّ صنادق مكتوب عليهم شي الحاجة.
This letter is written; I need only a stamp to send it.	had l-bra mktuba, xššni gir t-tanbr baš n-šiftha.	هدّ البرا مكتوبة، خصّني غير التانبر باش نصيفتها.
Go to my room, the door is open.	sir l l-bit dyali rah l-bab mhlul.	سير ل البيت ديالي راه الباب محلول.

Intransitive Verbs with Only One Participle

Verb Stem			Participle		
to garnish	xqdr	خضّر	having garnished having been garnished	mxqdr (a)	مخضّر (ة)
to cover	gṭṭa	غطّى	having covered having been covered	mgṭṭi (a)	مغطّي (ة)
to travel	safr	سافر	having traveled having been traveled	msafr (a)	مسافر (ة)
to rest	rtaḥ	رتاح	having rested having been rested	mrtah (a)	مرتاح (ة)
to go flat	tfš	تفش	having gone flat having been gone flat	mfšuš (a)	مفشوش (ة)
to hide	xbba	خبّى	having hidden having been hidden	mxbbi (a)	مخبّي (ة)

Some examples:

She is traveling now because she is on vacation.	hiya msafra daba hit ɛndha ɛuɟla.	هِيَ مسافرة نَبا حَيت عندها عَطلة.
I'm relaxed since I finished my work.	ana mrtah mlli kmmlt l-xdma dyali.	أنا مرتاح مَلّي كَمَلت الخدمة ديالي.
The tajine is garnished with prunes and almonds.	ɟ-ɟajin mxɟɟr b l-brquq u l-luz.	الطاجين مخضّر ب البرقوق و اللوز.
He is covered with a blanket because he is cold.	huwa mɟɟɟi b l-kaša hit jah l-brd.	هُوَ مغطّي ب الكشة حَيت جاه البرد.
She was hidden behind the door.	kant mxbbya mur l-bab.	كانت مخبّية مور الباب.

Exercise: In the sentences below, supply the proper form of the participle of the verb written in parentheses.

1. Aicha (safr) l fransa. 1. عيشة (سافر) ل فرنسا.
2. kant Sara (hll) l-bab. 2. كانت سارة (حلّ) الباب.
3. ɟ-ɟar dyal hsn (baɛ) 3. الدار ديال حسن (باع)
4. kant Layla (mša) s-suq. 4. كانت ليلي (مشى) السوق.
5. ɛlaš xlliti s-srjm (hll). 5. علاش خَلّيتي السرجم (حلّ).
6. l-barh mlli jit kant xti (nɛs). 6. البارح مَلّي جيت كانت ختي (نعس).
7. l-qamija dyali (wssx). 7. القَميجة ديالي (وسخ).
8. weš (sdd) l-bab dyal l-kuzina? 8. واش (سدّ) الباب ديال الكوزينة؟
9. kant Suɛad (ɟab) l-barh. 9. كانت سعاد (غاب) البارح.
10. ɟiybt d-djaj (ɛmmr) b l-luz. 10. طَيّبت الدجاج (عمّر) ب اللوز.
11. had l-kas (šnɛ) f fransa. 11. هدّ الكاس (صنع) ف فرنسا.
12. weš kant Erika (gls) f ɟ-ɟar? 12. واش كانت إريكا (كلس) ف الدار؟
13. had l-ktab (trjm) mn l-ɛrbiya l n-nɟliziya. 13. هدّ الكتاب (ترجم) من العربية ل النڟليزية.
14. ana (ɛrf) blli djun (rjɛ) l-mɟrib. 14. أنا (عرف) بلّي دجون (رجع) المغرب.

Conjunctions

either ... or	imma ... wlla	إمّا ... ولا
Either send a letter or call me.	imma šift liya bra wlla ɛiyɟ liya f t-tilifun.	إمّا صيفط ليّا برا ولا عَيّط ليّا ف التلّفون.
in order to	baš	باش
I am learning Arabic in order to talk to people.	kan-tɛllm l-ɛrbiya baš n-tkllm mɛa n-nas.	كنتعلّم العربية باش نتكلّم مع الناس.
if	weš	واش

I want to know if you read this book. bğit n-εrf weš qriti had l-ktab. بغيت نعرف واش قريني هَد الكتاب.

when / since	mlli / mnin	مَلِّي / منين
When I came to Rabat I took the train.	mlli / mnin jit l r-rbaṭ šddit t-tran.	مَلِّي / منين جيت ل الرباط شَدَّيت التران.
I have been sick since I came to Rabat.	mlli jit l r-rbaṭ u ana mriḍa.	مَلِّي جيت ل الرباط و أنا مريضة.
who / whom / which / that	l-li	اللي
The man who is sitting at that table is my friend.	r-rajl l-li gals f dik ṭ-ṭbla ṣahbi.	الراجل اللي گالس ف ديك الطبلة صاحبي.
The book that I read is important.	l-ktab l-li qrit muhimm.	الكتاب اللي قريت مُهم.
until	htta	حَتَّى
I won't sleep until I finish this book.	ma-ğadi-š n-nεs htta n-kmml had l-ktab.	ما غاديش نَعس حَتَّى نكمل هَد الكتاب.
as soon as	ğir	غِير
As soon as I finished my work I went out.	ğir kmmlt l-xdma dyali u xrjt.	غِير كَمَلت الخدمة دِيالي و خرجت.
whenever	wqt mma	وقت مَا
Whenever I am upset I cry.	wqt mma tqllqt kan-bki.	وقت مَا تَقَلَّقت كَنبكي.
although / even though	waxxa	وَحَّا
Although John is not a Muslim he fasts.	waxxa John maši muslim kay-ṣum.	وَحَّا دجون ماشي مُسلم كَيصوم.
but	welakin	وَلَكِن
I want to help you but I can't.	bğit n-εawnk welakin ma-qddit-š.	بغيت نعاونك وَلَكِن ما قَدِينش.
before	qbl ma	قَبْل مَا

This conjunction requires the present tense without the prefix **ka** (كَ), even if the past is referred to.

I always read before I sleep. dima kan-qra qbl ma n-nεs. ديما كَنقري قَبْل مَا نَعس.

after	bεd ma	بَعْد مَا
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In sentences having this conjunction, the verb of the subsequent phrase has to be in the same tense as the first one.

After I went home, I showered. bεd ma mšit l ḍ-dar, duwšt. بَعْد مَا مَشَيْت ل الدار، دَوَّشْت.

that	blli	بَلِّي
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I knew that you weren't there.	εrft blli ma-knti-š.	عرفت بلي ما كنتيش.
since / when / because	hit	حيث
Since you had a lot of work, why did you go to the cinema?	hit εndk l-xdma bzzaf εlaš mšiti l s-sinema?	حيث عندك الخدمة بزاف علاش مشيتي ل السينما؟
When I was in Marrakech I went to the Menara.	hit knt f Marrakech mšit l l-Menara.	حيث كنت ف مراكش مشيت ل المنارة.
I went to the doctor because I was sick.	mšit l t-ṭbib hit knt mriḍ.	مشيت ل الطبيب حيث كنت مريض.
because	εlahqqaš	عَلْحَقَّاش
He didn't go to school because he didn't wake up early.	ma-mša-š l l-mdrasa εlahqqaš ma-faq-š bkri.	ما مشاش ل المدرسة عَلْحَقَّاش ما فاقش بكري.
without	bla ma	بلا ما
They talked without thinking.	hḍru bla ma y-fkru.	هضرو بلا ما يفكرو.
wherever	fin mma	فين مَّا
Wherever there is water there is life.	fin mma kayn l-ma, kayna l-hayat.	فين مَّا كاين الماء، كاينة الحَيَاة.
then	εad	عاد
I ate then slept.	klit εad nεst.	كلت عاد نعتت.

Exercise: Fill in the blanks with the appropriate conjunction from the list.

baš hit mlli εlahqqaš εad htta blli weš bla ma l-li welakin qbl
 باش حيث مَلِّي عَلْحَقَّاش عاد حتَّى بلي واش بلا ما لـلي ولكن قبل

1. ma-ḡadi-š n-safr ____ t-ji. 1. ما غاديش نساfr ____ تجي.
2. xššk t-εrfi ____ htta ši haja maεciba. 2. خصك تعرفي ____ حتَّى شي حاجة ماصعبية.
3. bḡit n-duwš ____ n-rtaḥ. 3. بغيت ندوَش ____ نرتاح.
4. bḡau y-εrfu ____ kayna ši mdrasa hna. 4. بغاو يعرفو ____ كاينة شي مدرسة هنا.
5. d-dwa ____ stεmlt mzyan. 5. الدوا ____ ستعملت مزيان.
6. ____ kant mriḍa mšat l εnd t-ṭbib. 6. ____ كانت مريضة مشات ل عند الطبيب.
7. bḡat t-šufu ____ ma-εndha-š l-wqt. 7. بغات تشوفو ____ ما عندهاش الوقت.
8. fkr ____ jawb. 8. فكَر ____ جاوب.
9. l-mdina ____ knt sakn fiha kbira. 9. المدينة ____ كنت ساكن فيها كبيرة.
10. ktbt bra ____ nεst. 10. كتبت برا ____ نعتت.

11. kay-akul _____ y-ğsl yddih _____
kay-akul b l-fršit̃a.

11. كَيَاكُلُ _____ يَغْسِلُ يَدَيْهِ _____ كَيَاكُلُ ب
الفرشيطة.

12. ma-saftrat-š _____ ma-ğndha-š l-flus.

12. ما سافراتش _____ ما عندهاش الفلوس.